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ABSTRACT

The National Association for Public Continuing and Adult Education (NAPCAE) evaluated the 1971 New Jersey English as a Second Language (ESL) Institute. The 100 participants were to receive practical teaching experience in adult basic education classes composed of ESL students and emphasizing the audiolingual teaching method. The document briefly discusses the NAPCAE evaluation design with respect to its evaluation team, evaluation team activities, and the evaluation instruments used. Additional information is provided concerning the format of the Institute, descriptions of staff and participants, and detailed participant and staff assessment of the Institute's objectives. The participant and staff observations noted that on the whole the Institute was overwhelmingly satisfactory to the majority attending but that a number of problems within the logistical area needed to be corrected for a more effective Institute. The NAPCAE evaluation team's special observations and their nine recommendations are given. Two-thirds of the document are appended materials including the NAPCAE questionnaires used, summarized responses from staff and participants, a weekly schedule of Institute activities, internal evaluation forms, a final examination, and a list of the Institute staff. (BP)

ED106442

FINAL EVALUATION OF REGION II INSTITUTE FOR THE TRAINING OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE (ESL)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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At

Jersey City State College

Jersey City, New Jersey

(July 5-23, 1971)

By

The National Association For Public Continuing & Adult Education
(NAPCAE)

1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Submitted October 20, 1971

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FOREWORD

As a voluntary professional association NAPCAE is actively involved in adult education evaluations. During the past four years its headquarters' staff members and consultants have carried out eleven statewide and a number of local evaluations. The evaluation of the ESL Institute at Jersey City State College prepresents the first summer institute evaluation conducted by NAPCAE.

Many evaluations of summer institutes have been carried out since the first federally-funded ABE institutes were held in 1966. In most instances, these evaluations have been of a rather cursory nature, characterized by having an outside organization send a person to spend a day or so at the institute, perhaps distribute a questionnaire, and then write a report. From the outset of the discussions with Jersey City State College and New Jersey State Department of Education officials, it was decided that NAPCAE's approach would be considerably different and in greater depth than the majority of previous evaluations. These were some features of the NAPCAE evaluation, from planning the activities to writing this report:

1 - A four-member Evaluation Team was involved in the total evaluative process.

2 - One Evaluation Team member was present during the Institute, and she was joined from time to time by other team members.

3 - Pre-and end-of-Institute instruments were designed specifically for the New Jersey City State College ESL Institute and were not standardized forms used previously.

4 - Members of the NAPCAE Evaluation Team met with Institute administrative staff and master teachers prior to the beginning of the Institute in order to familiarize each other with the evaluation procedure.

This brief explanatory note of NAPCAE's role in the external evaluation is given in order to place in perspective some of the findings and recommendations contained in the report. It should be stressed at the outset that the overwhelming feeling of the Evaluation Team was and is that the approach used in this Institute is highly practical, is experience-based, and should be replicated in other places. The administrative team of Joe Tiscornia, Kate Taschler, Dolores Harris, and Joyce Wood couldn't have been more cooperative. Our insights and observations came about as a result of actually "living" the Institute during the three-week period. In the spirit of trying to suggest ways in which the experiences gained from this excellent Institute can be drawn upon so that future efforts at Jersey City State College and elsewhere can be even more successful, we submit this Evaluation Report.

NAPCAE Evaluation Team

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INTRODUCTION

Background of the Institute

The state of New Jersey is one of the current leaders in the field of adult education. It has a unique system which, under the leadership of the State Department of Education, divides its territory into four regions. Each of these areas is served by an Adult Education Resource Center. These are located at Newark, Glassboro, Montclair and Jersey City. The purpose of each center is to coordinate and facilitate adult education activities within its assigned territory.

During the summer of 1970 the Jersey City State College Center, under the leadership of its Director, Joseph R. Tiscornia, and its Associate Director, Kathryn Taschler, sponsored a three week summer workshop for New Jersey teachers of English as a Second Language (ESL). This workshop was so unique in its concept and so successful in achieving its goals that expansion to include participants from all over the country was encouraged. Thus the 1971 Institute became a project for 100 ESL teachers--primarily from HEW-USOE Region II--under the co-sponsorship of the Jersey City State College and Glassboro State College Adult Education Resource Centers, and funded under provisions of Section 309 of the Adult Education Act.

The 100 participants were to receive practice teaching experience in Adult Basic Education (ABE) classes composed of students to whom English is a second language. The emphasis was to be on the audio-lingual method of teaching. The classes to be used for the practicum experience were located at Memorial High School in West New York, New Jersey, and Union Hill High School in Union City, New Jersey. These particular sites were chosen because of their large enrollment of non-English-speaking adult students and

because they expressed willingness to cooperate in such a venture.

The actual organizing for the Institute was done in a series of three pre-planning sessions held at Jersey City State College. These meetings were attended by the fourteen master teachers and four administrators directly involved in the project. The NAPCAE Evaluation Team was represented at the last of these sessions.

Since the number of non-English-speaking immigrants entering the United States continues to grow annually and since the adjustment of these people to life in their new environment is hampered by their inability to speak English, the demand upon ABE programs for ESL courses has grown rapidly. Unfortunately, teacher training programs have not kept pace with the demand for courses. The result has all too often been that ABE teachers were suddenly thrust into ESL courses with little if any preparation for their task.

In an attempt to help alleviate this problem, the Institute was designed so as to utilize a combination of theory and practicum to train competent ESL teaching personnel. It was hoped that the participants could affect adult education in the following ways:

1. Provide more effective instruction to their own students.
2. Help with training efforts in their own local programs.
3. Influence other adult educators to seek means of improving teaching techniques.
4. Lend assistance in curriculum and lesson development in ESL programs throughout Region II of the United States Office of Education, as well as around the nation.

EVALUATION DESIGN

Evaluation Team

The NAPCAE Evaluation Team consisted of the following: James R. Dorland, Executive Secretary; David G. Puddington, Coordinator of Field Services; Carol A. Word, Program Coordinator; Judy Frank, Evaluation Consultant.

Evaluation Team Activities

The following is the schedule of activities for the NAPCAE Evaluation Team at this ESL Institute:

1. June 8, 1971 -- Carol Word and James Dorland met at Jersey City State College with Joe Tiscornia, Bruno Ciccarello, George Snow, and Rocco Gambacorta to discuss the NAPCAE evaluation role. The latter three represented the Bureau of Adult and Continuing Education in the State Department of Education for New Jersey.

2. June 24 -- James Dorland and Judy Frank met at Jersey City State College with Joe Tiscornia, Kate Taschler, Dolores Harris, and the master teachers for the final pre-Institute planning meeting.

3. July 5-7 -- Dave Puddington attended the Institute.

4. July 15 -- James Dorland attended the Institute.

5. July 21-23 -- Dave Puddington attended the Institute.

6. Judy Frank was in attendance during the three-week Institute.

7. NAPCAE Evaluation Team met in Washington, D.C. (August 5-6) to finalize the evaluation. Mailed twelve copies to Mr. Tiscornia September 3, 1971.

8. September 30 -- James Dorland and Dave Puddington met at Atlantic City, New Jersey, with the staff administrators, Joe Tiscornia, Kate Taschler, Dolores Harris and Joyce Wood for a feedback session on the report submitted in September.

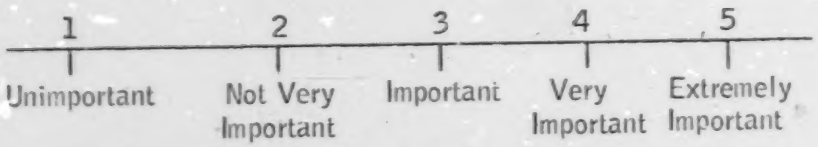
9. October 20 - Final report (12 copies) were mailed to Joe Tiscornia.

Instruments

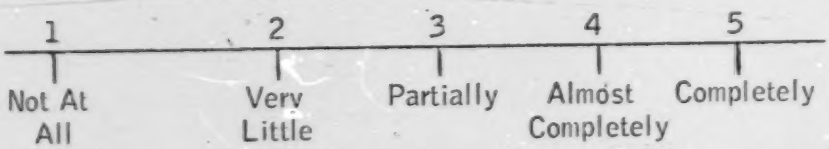
Questionnaires (Appendix A through D) used in the Institute evaluation were developed by the NAPCAE Evaluation Team expressly for this project. Pre-Institute Questionnaires were completed by participants and staff on July 6, the first full day of the Institute. End-of-Institute Questionnaires were completed July 23, the last day.

A five-point rating scale was used on most questions. The following are the scales used.

Pre-Test



Post-Test



The results of the questionnaires are referred to in later sections of this report.

One unique feature of the NAPCAE evaluation was that a staff member was present during the entire three-week Institute. While in daily attendance the evaluators sat in on all lectures and large group gatherings, visited the fourteen small group meetings of master teachers and their assigned participants, shared in the sessions of master teachers and administrators for all planning and evaluation purposes, attended the evening practicum in the two sites along with the evaluation sessions that followed, met with the directors of the sites where classes were held, visited the Resource Center at Jersey City State College,

viewed video-tapes, resided in the dormitory for three days, and attended the social activities. The recommendations made by NAPCAE later in this report represent the collective judgment of the entire Evaluation Team.

FORMAT OF THE INSTITUTE

The participants in the Institute were divided into small groups consisting of from 5 to 7 people. Each group was assigned to a master teacher to supervise its activities for the entire three weeks. These small groups performed the following functions:

1. Demonstration and discussion.
2. Curriculum planning and development and the preparation of teacher-made materials.
3. Planning of units and lessons to be utilized in the practice-teaching sessions.
4. Reviewing video tapes of practicum sessions.
5. Evaluating effectiveness of practice teaching on the basis of video tapes and teacher and peer observations.
6. Library research.
7. Preparation of room environment for practice teaching.

Large group sessions were used for presentations by experts in the ESL field on topics such as cultural sensitivity, methods and techniques, materials available and their use, utilization of media, etc.

Some of the lectures, demonstrations, discussions and practice teaching were video taped to be used for individual and/or group review. Selected educational films were also available to participants. A library was set up in a Memorial High School classroom to expose participants to the most recent ESL materials.

The following is a sample schedule of Monday through Thursday Institute activities (See Appendix E):

1:30 - 3:30 -- Large group session -- selected speakers at Memorial High School, West New York, New Jersey.

3:30 - 5:45 -- Small groups with master teachers at Memorial High School, West New York, New Jersey.

5:45 - 7:00 -- Dinner and travel to practicum sites.

7:00 - 7:30 -- Final preparation for practice teaching.

7:30 - 9:10 -- First week -- observation of master teachers. Second and third weeks -- actual practice teaching by participants.

9:10 - 9:30 -- Critique in small groups with master teachers.

Friday meetings were held from 9:30 a.m. to 2:30 p.m. at Jersey City State College. The schedule consisted of speakers and small group sessions for discussion and preparation of the following week's activities. During the Friday sessions the Institute staff also asked the participants to submit a written critique of the completed week's activities (See Appendix F).

In keeping with an objective stated in the proposal, a coordinator for the on-going evaluation was selected from among the fourteen master teachers to prepare a final report on the Institute. This report is scheduled to be disseminated to participants in booklet form by April 1972. This information will consist of on-site evaluations of participants who teach ESL in the immediate area of Jersey City State College. The booklet will also contain a summary of the internal evaluation conducted by the Institute staff.

DESCRIPTION OF STAFF

The composite picture of the staff (including master teachers) showed that all twenty (20) were from New Jersey and New York--a natural selection because of the built-in pre-planning phase of the program and the USOE Region II and State Department of Education sponsorship of the proposal. Two interns were among the staff; they functioned mainly as liaison persons, helping wherever needed by other staff members. However, one of the interns also actively engaged in all Institute classroom activities.

Thirteen (13) of the staff were female and eleven (11) were bilingual--Spanish being the second language in nine (9) cases. Youthfulness was prevalent, as sixteen (16) were age thirty-five (35) or below. All commuted to the Institute daily with the exception of one intern who lived in the dormitory. Two staff members resided in a nearby motel.

Concerning educational background, twelve (12) staff members had master's degrees; fifty (50) percent had ESL as their major degree field--an excellent figure at this point in time. In keeping with the emphasis on youth, fourteen (14) of the total earned their degrees since 1966.

As for previous experience, fifteen (15) had taught ABE classes before and fourteen (14) had up to ten years' experience in ESL. Eight (8) had been instructors in previous summer institutes (or workshops); nine (9) had up to five years' administrative experience.

Half of the group had tuaght ESL in their most recent ABE assignment. Likewise, the staff had an impressive figure of seventeen (17) of its members who had instructed ESL teachers in the past; ten (10) also had experience in teaching instructors of ABE. Fifty (50) percent indicated they had a commitment to teach ESL to adults for the year ahead.

The proposal called for fourteen (14) master teachers with formal graduate work in

the field of ESL. These instructors were to be people with experience in the field, preferably in working with adults. Additionally, these master teachers were to work closely with a small group of participants, demonstrating techniques and the use of materials for ESL.

All but one of the master teachers actually selected had previous experience in training teachers of ESL. Nine (9) of them held master's degrees, and eight (8) of these degrees were in the field of ESL. Special note is made of the fact that all the master teachers had prior teaching experience in the areas of ESL and ABE.

Prior to commencing the Institute seventy-five (75) percent of the staff were in agreement that the organization and planning had been sufficient, and eighty-five (85) percent felt that Institute objectives to be realistic ones. A similar percentage felt three weeks to be a justified time for meeting those stated goals, and seventy (70) percent claimed they had adequate and sufficient materials to begin the program.

Only eleven (11) of the group attended the pre-planning sessions, and three-fourths of the total felt their time for this aspect of the program was spent in good to excellent fashion.

An itemized breakdown of figures and data relating to the full staff as the Institute began can be found in Appendix B. The statistics include the two inexperienced interns carried on the staff roster, which tends to lower the percentages somewhat. Percentages are included where applicable.

A complete listing of the Institute Staff is found in Appendix H.

DESCRIPTION OF PARTICIPANTS

The original design called for 100 teachers currently working in ESL programs or who would be teaching in such programs during fiscal year (FY) 1972. Those applicants who had no formal training in teaching ESL were to be given first priority. Second priority was to go to those who had previously received little training in the field.

Recruitment of participants was to be accomplished through written notices and personal contact. Information concerning the Institute was to be disseminated through state directors and local directors of adult basic education throughout the country.

Actual participants in the Institute finally totaled 82. The figure 81 will be used in this report, because a questionnaire was not received from one of the participants either at the start or end of the Institute. Of these, fifty-five (55) had learned of the Institute through their local director of adult education. The rest had received the information via state directors, local superintendents or other teachers and counselors.

Females outnumbered males, and 45 Institute participants were married. Exactly half of the goup were age 35 or below, so as a whole the participants were an older group than the staff. The highly populated Eastern Seaboard again dominated the figures. Fifty-six (56) percent of the group commuted daily to the Institute; forty-four (44) percent stayed in the campus dormitory.

Fifty-four (54) of the participants referred to themselves on the NAPCAE questionnaire as white. Only 10 were of either Mexican, Puerto Rican, or Cuban extraction. Forty-two (42) of the participants were not bilingual--almost an exact 50 percent. Of those who were fluent in a second language, thirty were speakers of Spanish.

A bachelor's degree is held by 43 of the participants, another 25 have their master's

degree, one has a doctorate, and twelve (12) in attendance had not completed any degree or did not respond to this questionnaire item. Those educational milestones were attained by half of the participants since 1960--not as recently as those of the staff. Prior training showed fields as diverse as social studies, elementary education, English, Spanish, and special education.

Only five (5) of the total had previously attended either an ABE or ESL institute, and only one-fourth had ever attended any kind of summer workshop or institute. Previous teaching in ESL was part of 53 of the participants' experience, and fifty-six (56) percent had taught ESL in their most recent ABE assignment. When looking at these overall experience figures, mention should be made that 43 had up to five years' experience in ESL teaching, and 38 participants had experience in teaching other adult education courses over a like five year span. Twenty-five (25) of the group had some type of ABE experience other than teaching (i.e. administrative, recruiting, counseling, etc.). Seventy-two (72) percent of the 81 have positive commitments to teach ESL during FY 1972, and eight (8) more participants will be teaching if their local ESL programs are funded.

In view of the paucity of adult education teacher preparation opportunities in colleges and universities, it is not surprising to note that most of those attending had no hours in adult education (ESL or ABE) training; only sixteen (16) had received any local in-service or workshop training. Therefore, 66 participants (81%) planned to accept three hours credit through arrangements with the Jersey City State College. However, 54 of that 66 would have attended even if three hours credit had not been offered.

An item that is referred to a number of times in this report is highlighted with the realization that fifteen (15) participants did not receive notification of acceptance and details

about the Institute until the month of July. With the first scheduled day of the Institute being July 5, the difficulty in administrative and individual planning was intensified.

Three-fourths of those attending were generally pleased with their reception at the Institute, as they arrived from the following geographic areas:

New Jersey	-	44	California	-	2
New York	-	15	Maryland	-	2
Alaska	-	3	Ohio	-	2
Texas	-	3	Massachusetts	-	1
Florida	-	3	Wisconsin	-	1
Pennsylvania	-	2	Puerto Rico	-	1
Delaware	-	1	Indiana	-	

A further breakdown of data concerning the participants as they arrived for the Institute is found in Appendix A. Percentages for the figures are included where applicable.

PARTICIPANT AND STAFF ASSESSMENT OF OBJECTIVES

An important part of any evaluation is to determine just how well a program measures up to its own specific objectives in the minds of those who are a part of it as either participants or staff members. In order to determine this, NAPCAE asked both groups to rate the extent to which they personally felt the specific objectives for the Institute proposal had been achieved, in addition to assessing the overall value of those stated aims. The following is a summary comparison of their feelings at the start and conclusion of the Institute (see Appendix A through D).

Participants

1. Forty-three (53%) of the participants were completely satisfied with the training they received in ESL methods and techniques. Another 32 (39%) were almost completely satisfied. At arrival they had indicated this objective to be very important (26) to extremely important (43)--an 85 percent total. In comparison, 92 percent felt this objective to be one that was attained to a high degree by July 23.

2. Sixteen (20%) were completely pleased by their exposure to cultural factors important to teaching ESL. Thirty-nine (48%) more were almost completely pleased. On July 5, the participants looked on this aim to be very important (29) to extremely important (24)--66 percent of the group. At conclusion, a slight increase to 68 percent felt this goal was achieved well enough to be ranked in the two highest scale categories.

3. Twenty-four (30%) felt they received complete training in the selection and evaluation of materials for teaching ESL. Another 26 (32%) felt their training was almost

complete. Previously the group had pointed out that they felt this goal was from very (33) to extremely important (28) on three-fourths of the pre-institute questionnaires. Therefore, this objective reached higher achievement than had been hoped.

4. Twenty-six (32%) felt they had a completely satisfactory experience in curriculum planning and development of teacher-prepared materials. Another 28 (35%) were almost completely satisfied with this experience. At the beginning of the Institute 76 percent of the participants had felt this intention to be very important to extremely important, contrasting with the 67 percent for the top two categories mentioned before.

5. Earlier the participants had felt that developing lesson plans for ESL was very important in 26 cases and extremely important in 19 listings. That combined percentage was just over half of the group. Later 43 (53%) felt they had complete opportunity to develop lesson plans; another 24 (30%) felt the opportunity was almost complete--a combined 83 percent figure. This indicates that this particular objective far exceeded its expectations.

6. The practicum experience completely fulfilled the expectations of 45 (56%) of the participants. Twenty others (25%) said their expectations were almost completely fulfilled. This, too, is a significant increase over the pre-institute 53 percent who had expressed their feeling that this objective was either very or extremely important.

7. Only 14 (17%) of the participants felt that audio-video tapes were completely used as tools for instruction and self-evaluation during the Institute. Twenty-six more (32%) felt the use of these tools was almost complete. However, at the outset only 53 percent felt that this objective should be in the categories of very to extremely important.

Staff

1. Seven (37%) of the staff members felt they had done a completely adequate job of training teachers in ESL teaching techniques. Eight more (42%) were almost completely satisfied. At the beginning of the Institute, 17 of the 20 had felt this to be of extreme importance, so it is evident that the attainment of this objective was aptly realized.

2. Only four (21%) were completely pleased with their efforts to provide participants with an awareness of cultural factors important in teaching ESL. Five (26%) felt their efforts were almost completely satisfactory. However, at the onset the staff had not put as high a priority on this goal--only ranking it a similar 45 percent in the top two categories on the scale.

3. Just over half of the staff felt it very or extremely important that participants receive training in the selection and evaluation of ESL teaching materials. Just under 50 percent felt this objective was realized in the top two scale items--three (15%) feeling it was complete and another six (33%) of the opinion it was almost completely achieved.

4. Experience in curriculum planning and development of teacher-prepared materials completely complied with the expectations of five (26%) of the staff members. Another four (21%) were almost completely satisfied. These had been felt to be either very or extremely important by 75 percent of the staff at the Institute's start, so a decided fall-off occurred in the aspirations for this objective.

5. Four (21%) felt that a complete model for future training efforts involving ESL teachers had been developed. Eight others (42%) felt that an almost complete model had been developed. Earlier the staff had felt this only to be of very or extreme importance in 45 percent of their minds, so this objective was attained better than had been expected.

6. Only one staff member (5%) was completely satisfied with the plan for follow-up

through on-going workshops and supervision. Seven others (37%) were almost completely satisfied. This 42 percent combination compares with a 45 percent figure for the joint two top scale categories at the beginning of the Institute.

7. Eighty-nine percent of the staff members felt that participants had completely adequate (8) or almost completely adequate (9) experiences in developing skill in assessing the effectiveness of their own teaching. Starting out it had been felt that this was either very or extremely important on seventy (70) percent of the staff questionnaires, so once again an objective was achieved to a considerably greater extent than had been anticipated.

8. Initially only two staff members put a high premium on efforts to develop video tapes for use in future teacher-training efforts. At the terminal point six or 33 percent felt the video taping efforts had been completely adequate. Just one staff member was almost completely satisfied with this phase of the operation. This proved to be a low priority aim for the staff and one that also had low outcome.

9. Eleven (58%) felt that participants had a complete experience in developing ESL lesson plans. Five (26%) more felt that this experience was almost completely adequate. This is an 84 percent total. Only 50 percent of the staff had looked on this target as a very important or extremely important one at the outset, so a most positive increase took place from the area of hopes to the staff's considered results.

10. The heart of the Institute concerning provision for supervised teaching practicum was felt to be a key objective, because at the outset ninety (90) percent claimed this objective to be either very or extremely important. At the end of the three week Institute, 74 percent of the staff members were completely or almost completely pleased with the attainment of

this goal.

11. Video taping efforts to be used as tools for instruction and self-evaluation were completely satisfactory to eight staff members (42%). Three (16%) more were almost completely satisfied. Utilization of the media for such purposes was not looked on as a vital function by the staff at the beginning of the Institute. Only a half-dozen staff members (30%) gave this stated aim a very or extremely important function. However, at the terminal point, the staff felt these efforts were completely satisfactory in eight (42%) of the cases and almost compietely satisfactory in three more instances (16%).

Note: Complete tabulations and percentages on the NAPCAE questionnaires can be further evaluated by referring to the Appendix A through D.

PARTICIPANTS AND STAFF OBSERVATIONS

As shown by the figures previously quoted, the Institute was overwhelmingly satisfactory to the large majority of those in attendance. There were, however, some conditions which could be improved in order to make future programs of this type even more effective. It should be noted that a number of the problems which arose could have been avoided if earlier notification of funding had allowed the staff more planning time.

A major criticism by both staff and participants dealt with logistical details of the Institute. The following were the problems most frequently mentioned:

1. Many of the sessions started late and ran longer than necessary because certain small details had not been worked out in advance. For example, audio and video equipment was often not set up for sessions to begin on time.

2. Most of the speakers made their presentations in the auditorium of Memorial High School. This large room--not airconditioned--provided a poor environment for even the most dynamic of speakers. The sound system was totally inadequate, and many of the speakers were not heard by a majority of their audience.

3. Living and eating facilities for out-of-town participants left something to be desired. They were housed in a dormitory on the campus of Jersey City State College and were transported by bus to practicum sites. Although some complaints were registered about the quality of food, it should be noted that each participant paid only $16.00 per week for food. Some problems concerning the availability of towels were noted by participants.

Participants' Suggestions

Most of the participants were genuinely pleased with their overall Institute experience, but in the interest of future programs they did make some very valid suggestions for improvement. The following are those most frequently mentioned:

1. Many people felt that the daily hours of the Institute should have been shortened and the actual program extended for one more week. There were suggestions that the individual sessions were too long and that too few breaks were provided.

2. Comments on several of the speakers were generally unfavorable. Participants felt that they would have benefited more from fewer and more carefully selected speakers who made shorter presentations.

3. There were many requests for more practicum. Participants seemed to feel that they were just "getting their feet wet" with their new techniques when the Institute ended.

4. Some people felt that not enough emphasis was placed upon understanding the cultures from which their students came. There were requests for field trips into the areas surrounding the schools. Participants felt that activities such as these would help increase their cultural awareness.

5. People were generally pleased with the constant emphasis upon the audio-lingual method, but there were some requests for exposure to other techniques.

6. One of the most frequent comments was that participants were not allowed enough time to view other master teachers besides their own. It was suggested that this problem could be alleviated by increased use of video [illegible].

7. The participants who did not have an opportunity to see themselves teach on tape felt that this would have been a very beneficial experience. Wider use of video taping could have proven helpful to both master teachers and participants.

8. Some of the participants were disturbed by the fact that they were expected to take a final examination. Perhaps some of the problems which arose over the exam could have been avoided by presenting it as a final evaluation rather than as a test.

9. There were complaints of over-emphasis on evaluation. NAPCAE was employed to perform the formal external evaluation, but the Institute staff wanted to receive ongoing feedback from participants. Some people felt they were being asked to fill out too many forms. Perhaps some of this could have been avoided by better coordinating the evaluation activities of the Institute staff and the outside evaluators.

Staff Suggestions

Although many of the staff suggestions were similar to those made by participants, the following were frequently mentioned and have not already been discussed:

1. The staff seemed in general agreement that screening techniques for participants were far from adequate. They felt that altogether too many of the participants had such problems with their own spoken English that they could not possibly be effective teachers of ESL.

2. There was a feeling among staff members that participants should have been more carefully placed into their small groups. There was not, however, agreement upon exactly how this should be accomplished. Some felt that the experienced participants should be placed with the inexperienced--others that these two groups should be separated.

3. Pre-preparation and orientation of participants was felt to be inadequate. If participants had been better prepared for their Institute experience, perhaps many of the problems which arose could have been avoided.

4. The following excerpts from the comments of staff members do an excellent job of summarizing the feelings of the staff on Institute planning and organization:

a. Functions and objectives were mentioned during the pre-planning period, but only at the first meeting. Absentees and later additions to the staff missed this basic background knowledge. Pre-planning time should be more efficiently utilized in the following ways: (1) ongoing explanation of the function of the New Jersey Resource Center, especially with regard to responsibility for teacher training; (2) ongoing delineation of the objectives of the project as outlined in the proposal; (3) clearer establishment of duties and responsibilities of staff members; (4) adoption of standard forms for lesson plans, evaluations, and other reporting forms to facilitate the coordinator's preparation of the post-institute report.

b. Supervision of master teachers throughout the Institute should be coordinated.

c. Facilitation of daily schedule could be enhanced through pre-planning. For example--most speakers were delayed because microphone equipment and video equipment were not set up and checked prior to the beginning of a speech.

d. Pre-planned sessions for video taping and dissemination of information to the whole staff would enable all to plan classes accordingly and make more efficient use of the equipment.

Although these constructive suggestions for improvement were made by the staff, the records indicate the Institute almost completely satisfied the expectations of 80% of the participants. Ninety-two percent said they would recommend a similar training program for other teachers of ESL. Eighty-five percent felt that their Institute experiences would have great practical application in their classrooms back home. Furthermore, eighty-six percent of the participants were very pleased with the performance of the master teachers and their own practice teaching experience.

SPECIAL OBSERVATIONS OF NAPCAE EVALUATION TEAM

This Institute had many positive aspects. Some of these were:

1. The effective combination of theory and practicum was a real plus. Participants were presented with elements of theory and then allowed to actually put what they had learned into practice in ESL classes with non-English-speaking students.

2. The use of an outstanding group of master teachers who are actually working in the field as teachers of ESL was a decided highlight. Because of their own wealth of experience, these instructors were invaluable in helping participants learn effective techniques.

3. The excellent cooperation between the staffs and students at the two sites where the practice teaching took place was inspiring to behold. The Institute could never have been a success without the support of the ESL students themselves.

NAPCAE RECOMMENDATIONS

The following are the nine recommendations of the NAPCAE Evaluation Team concerning this Institute for the training of teachers of English as a second language in Region II, during July of 1971:

1. The overall design of the Institute was excellent. This format should be replicated in future teacher training projects throughout the country. The unique combination of theory and practice lent a special effectiveness to this Institute. Despite the obvious strengths of the program, NAPCAE recommendations #2 through #9 are offered for improvement of future institutes. Many of the problems were largely logistical and administrative in nature and could have been remedied had more lead time been allocated to the planning staff by federal officials. This would have permitted more time for such things as orientation of participants prior to their arrival at the Institute.

2. Screening of participants should be more selective. A mastery of the English language should be a pre-requisite for selection of participants. Screening procedures should not be relaxed in order to meet the quota for the Institute. In addition, assignment of people to small group sections needs to be more carefully defined to avoid later disagreement between master teachers and administrative staff as to how this should have been done.

3. Many of the problems which arose during the Institute could have been avoided if adequate facilities had been provided. Better "creature comforts" such as housing, food, practicum sites and length of sessions would have greatly facilitated the improvement of morale and performance of participants. Pre-checking of equipment could have prevented many unnecessary delays in daily sessions.

4. Role clarification and delegation of responsibility of staff members should be carefully defined prior to beginning the Institute. This would allow closer observation of master teachers to insure that all groups receive similar subject matter.

5. Confusion and loss of time could be minimized by standardization of lesson planning and participant evaluation forms to be used by the master teachers.

6. Careful coordination of internal and external evaluations would prevent participants and staff from feeling over evaluated.

7. Ideally the combination of resident and commuter participants should be avoided in the interest of a smoother functioning Institute.

8. More flexibility should be built into the Institute schedule in order to involve participants in the decision-making process.

9. Since this was a program which stressed the practicum, the advisibility of so many outside speakers is questioned. An alternative use of this time could have involved exposing participants to the rich cultural background of their ESL students available in the surrounding setting of the Institute.

APPENDICIES

APPENDIX A

NAPCAE EVALUATION

PRE-INSTITUTE QUESTIONNAIRE FOR PARTICIPANTS

Region II Institute for the Training of Teachers of English as a Second Language

At

Jersey City State College

(July 5 - 23, 1971)

Note: The figure of 81 total participants is used because only 81 responses were received.

Personal Data

Name _____ Age See Page 26

Residence See Page 26
(City) (State)

Female 53 (65%) Male 28 (35%)

Race/Ethnic Group See Page 26

Married 45 (56%) Unmarried 36 (44%)

Number of dependents 0 = 22 / 1-5 = 38

Family Accompanied Me to Institute? Yes 6

No 64 + 11 unmarrieds did not answer

Bilingual Yes 39 (48%) No 42 (52%)

Languages See Page 26

Age:	18-21	5	(6%)
	22-25	12	(15%)
	25-30	17	(21%)
	31-35	8	(10%)
	36-40	3	(4%)
	41-45	7	(9%)
	46-50	6	(7%)
	51-55	8	(10%)
	56-60	4	(5%)
	61-65	4	(5%)
	66-70	1	(1%)

No Answer 8 (10%)

Residence:	New Jersey	44	(54%)	Puerto Rico	1	(1%)
	New York	15	(19%)	Wisconsin	1	(1%)
	California	2	(2%)	Massachusetts	1	(1%)
	Alaska	3	(4%)	Florida	3	(4%)
	Pennsylvania	2	(2%)	Maryland	2	(2%)
	Texas	3	(4%)	Delaware	1	(1%)
	Indiana	1	(1%)			
	Ohio	2	(2%)			

Race/Ethnic Group:	Black	4	(5%)
	White	54	(67%)
	Puerto Rican	3	(4%)
	Jewish	8	(10%)
	Mexican	6	(7%)
	Eskimo	1	(1%)
	Cuban	2	(2%)

No Answer 3 (4%)

Languages:	French	6
	Spanish	30
	Swedish	1
	Slovenian	2
	Upik	1
	Italian	None
	German	1
	Creole	1
	Yiddish	1

A few speak two or more languages.

Education and Prior Experience

Highest degree obtained:

Bachelor's 43 (53%) Master's 25 (31%) Specialist's None

Doctorate 1 (1%) No degree and/or no answer 12 (15%)

Academic discipline or degree field See Page 28

Year earned See Page 28

Total years of teaching experience See Page 28

Total years of administrative experience See Page 28

Attendance at other summer institutes in previous years: Yes 20 (25%) No 53 (65%
No Answer 8 (10

If yes, please state type of institute and years attended: ESL 3
ABE 2

Have you taught Adult Basic Education before? Yes 57 (70%) No 20 (25%)
No Answer 4 (5%)

Length of employment in ABE program See Page 28

Have you taught English as a Second Language before? Yes 53 (65%) No 17 (21%
No Answer 11 (14%)

Other ABE assignments:

Master Teacher 3
Counselor 4
Supervisor 8
Teacher Aide 7
Other (specify) Material Dev. 2 / Admin. 2/ Recruit.

Did you teach ESL in your most recent AEE assignment? Yes 45 (56%) No 24 (30%
No Answer 12 (15%)

Length of assignment to ESL class 0-5y-42 (93%); 5-10y-3 (7%)

Have you taught other adult education courses before? Yes 38 (47%) No 43 (53%)

Length of employment in general adult education See Page 29

Number of semester hours in adult education See Page 29

Other training in adult education (specify) None 57 (70%) In-Service 8 (10%)
Workshops 8 (10%) Peace Corps 1 (1%) No Answer 7 (9%)

Education and Prior Experience Continued

Academic discipline or degree field:

English	11	Special Education	3
Psychology	2	Art	2
Reading	1	Social Studies	10
Business Administration	1	Chemistry	1
Elementary Education	9	Mathematics	1
Language	1	Literature	3
French	1	Spanish	6
Guidance	3	Secondary Education	2
		Theology	2
		Physical Education	1
		No Answer	21

Some have more than one degree field.

Year degree earned:

1940-1950	10	(12%)
1950-1960	9	(11%)
1960-1966	16	(20%)
1966-1971	26	(32%)
Before 1940	3	(4%)
No Answer or No Degree Yet.	17	(21%)

Total years of teaching experience:	None or No Answer	13	(16%)
	1-5	36	(44%)
	5-10	9	(11%)
	10-15	11	(14%)
	15-20	6	(7%)
	20-25	1	(1%)
	Over 30	5	(6%)
Total years of administrative experience:	None or No Answer	61	(75%)
	1-5	13	(16%)
	5-10	6	(7%)
	10-15	1	(1%)
Length of employment in ABE program:	None or No Answer	31	(38%)
	0-5	38	(47%)
	5-10	9	(11%)
	10-15	1	(1%)
	15-20	2	(2%)

Education and Prior Experience Continued

Length of employment in general adult education:	None or No Answer	24	(30%)
	0-5	47	(58%)
	5-10	7	(9%)
	10-15	1	(1%)
	15-20	2	(2%)
Number of semester hours in adult education:	None or No Answer	65	(80%)
	1-5	7	(9%)
	5-10	4	(5%)
	25-30	4	(5%)
	Over 30	1	(1%)

Assignment to Institute

I learned of this Institute via this source:

Thru local director of adult education 55 (68%)

Thru state director of adult education 8 (10%)

Thru my local superintendent 4 (5%)

Thru another teacher 5 (6%)

Thru a counselor 2 (2%)

Other (specify) 7 (9%)

Notification of acceptance and details of the Institute arrived in:

April 1 (1%) June 59 (73%)

May 3 (4%) July 15 (18%) No Answer 3 (4%)

Do you have a local commitment to teach English as a Second Language to adults during the coming year? Yes 58 (72%) No 15 (18%) No Answer 8 (10%)

Have you been pleased with your reception? Yes 62 (76%) No 11 (13%)

No Answer 8 (10%)

My housing for the Institute is:

In dormitory or campus housing 36 (44%)

Commuting from home 45 (56%)

Other (specify) None

Are the expense funds for attending this Institute realistic? Yes 35 (43%)
No 9 (11%) Do not know yet 37 (46%)

Are you planning to receive course credits for this Institute? Yes 66 (81%)
No 9 (11%) No Answer 6 (7%)

If answer to previous question is "yes", would you have participated in the Institute without receiving three (3) semester hours of academic credit? Yes 54 (82%)
No 12 (18%)

Assignment to Institute Continued

Did you complete reading the two texts assigned prior to your arrival at the Institute? Yes_____ No _____

Note: Participants did not receive the texts. A small paper was sent instead. This question was not applicable.

Some of the objectives of the Institute are listed below. Would you please rank each on a scale according to how important it is to you personally by circling one of the numbers (1,2,3,4,5).

To train teachers in appropriate English as a Second Language methods and techniques, with emphasis on the audio-lingual approach.

1 - (0)	2 - (1) (1%)	3 - (10) (12%)	4 - (26) (32%)	5 - (43) (53%)	(1) (1%
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Answer

To provide experiences which create an awareness of cultural factors important to teaching English as a Second Language.

1 - (0)	2 - (3) (4%)	3 - (23) (28%)	4 - (29) (36%)	5 - (24) (30%)	(2) (2%
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Answer

To provide training in the selection and evaluation of materials for utilization in the teaching of English as a Second Language.

1 - (0)	2 - (0)	3 - (18) (22%)	4 - (33) (41%)	5 - (28) (34%)	(2) (2%
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Answe

To provide opportunity for gaining experience in curriculum planning and development of teacher-prepared materials.

1 - (0)	2 - (1) (1%)	3 - (16) (20%)	4 - (36) (44%)	5 - (26) (32%)	(2) (2%
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Answe

To provide opportunity to develop lesson plans applicable to English as a Second Language.

1- (2) (2%)	2 (7) (9%)	3- (25) (31%)	4- (26) (32%)	5- (19) (23%)	(2) (2
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Answer

To provide a practicum of sixteen (16) hours of supervised teaching experience with classes composed of adult students to whom English is a second language.

1- (1) (1%)	2- (10) (12%)	3- (25) (31%)	4- (23) (28%)	5- (20) (25%)	(2 (2
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Answer

To utilize media, such as audio and video tapes, etc., as tools for instruction and self evaluation.

1- (0)	2- (4) (5%)	3- (31) (38%)	4- (23) (28%)	5- (20) (25%)	(3 (4
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Answe

Are there any additional objectives that you have for participating in the Institute? If so, please list them below.

Chance to visit East Coast - 1

Recruitment and Retention - 2

Share experiences and techniques - 3

To learn what is happening in ESL in another part of the country - 1

Become more confident and effective - 5

Individualized instruction - 1

Information obtained in this questionnaire will be kept confidential by the NAPCAE Evaluation Team and no individual names will be used in the Evaluation Report. Thank you.

APPENDIX B

NAPCAE EVALUATION

PRE-INSTITUTE QUESTIONNAIRE FOR STAFF

Region II Institute for the Training of Teachers of English as a Second Language

At

Jersey City State College

(July 5-23, 1971)

Personal Data

Name _____ Age See Page 34

Residence New Jersey: 11 (55%) New York: 9 (45%)

Female 13 (65%) Male 7 (35%)

Race/Ethnic Group See Page 34

Married 11 (55%) Unmarried 7 (35%) No Answer 2 (10%)

Bilingual Yes 11 (55%) No 9 (45%)

Languages				
Spanish	9	French	4	Some speak more than one language.
Japanese	1	Creole	1	
Italian	2	Farsi	1	

Administrator 4 (20%) Master Teacher (Instructor) 14 (70%)

Intern 2 (10%)

Personal Data Continued

Age:	18-21	1	(5%)
	21-25	2	(10%)
	25-30	6	(30%)
	30-35	7	(35%)
	35-40	2	(10%)
	55-60	2	(10%)

Race/Ethnic Group:	White	13	(65%)
	Black	1	(5%)
	Japanese	1	(5%)
	Jewish	3	(15%)
	Puerto Rican	2	(10%)

Education and Prior Experience

Highest degree obtained:

Bachelor's 7 (35%) Master's 12 (60%) Specialist's 1 (5%)

Doctorate None

Academic discipline or degree field See Page 36

Year earned See Page 36

Total years of teaching experience See Page 36

Total years of administrative experience See Page 36

Attendance as a participant at other summer institutes in previous years: Yes 8 (40%)

No 12 (60%)

If yes, please state type of institute and years attended:

ABE	3	Masters Program	1	Administration	1
ESL	2	Foreign Language	2		

Have you instructed in other summer institutes or workshops? Yes 8 (40%) No 12 (60%)

If yes, please list them and the years for each:

ESL (J. City)	4	Study Skills	1
ESL	2	No Followup Answer	2

Have you taught Adult Basic Education before? Yes 15 (75%) No 5 (25%)

Have you had previous experience in instructing future ABE teachers? Yes 13 (65%)

No 7 (35%)

Other ABE assignments:

Master Teacher 9
Counselor 1
Supervisor 6
Teacher Aide None
Other (specify) Consultant 1 / Teacher Trainer 2 / Dir.

Did you teach ESL in your most recent ABE assignment? Yes 10 (50%) No 5 (25%)

No Answer 5 (25%)

Length of assignment to ESL classes: See Page 36

Have you had prior experience in training ESL teachers? Yes 17 (85%) No 3 (15%)

Education and Prior Experience Continued

Academic discipline or degree field:	Sociology	2	
	Reading	1	
	ESL	10	
	French	2	
	Spanish	4	
	History	2	
	Art	1	
	Some have two fields.		
Year degree earned:	Before 1940	1	(5%)
	1960-1966	3	(15%)
	1966-1971	14	(70%)
	No date given	2	(10%)
Total years of teaching experience:	None or No Answer	2	(10%)
	1-5	5	(25%)
	5-10	9	(45%)
	10-15	3	(15%)
	20-25	1	(5%)
Total years of administrative experience:	None or No Answer	7	(35%)
	0-5	9	(45%)
	5-10	3	(15%)
	10-15	1	(5%)
Length of assignment to ESL classes:	0-5 years	9	(45%)
	5-10 years	5	(25%)
	10-15 years	2	(10%)
	None or No Answer	4	(20%)

Education and Prior Experience Continued

Please describe your prior experience: Tables depict this.

Have you taught other adult education courses before? Yes 6 (30%) No 14 (70%)

Length of employment in general adult education See Page 38

Number of semester hours in adult education See Page 38

Other training in adult education (specify)
In-Service - 3 Majority - none

Appointment to Staff of Institute

How did you learn of this position?

Thru local director of adult education 4 (20%)

Thru state director of adult education 3 (15%)

Thru Jersey City State College staff 6 (30%)

Thru another teacher 4 (20%)

Thru a counselor None

Other (specify) WEP 1 (5%) Planning Staff 2 (10%)

Notification of acceptance and details of the Institute arrived in:

April None June 10 (50%)

May 3 (15%) July 2 (10%) No Response 5 (25%)

Do you have a local commitment to teach English as a Second Language to adults during the coming year? Yes 10 (50%) No 9 (45%) No Response 1 (5%)

My housing for the Institute is:

In dormitory or campus housing 1 Intern (5%)

Commuting from home 17 (85%)

Other (specify) 2 In Motel (10%)

Education and Prior Experience Continued

Length of employment in general Adult Education

No Answer or None	5	(25%)
0-5	12	(60%)
5-10	2	(10%)
15-20	1	(5%)

Number of semester hours in Adult Education

No Answer or None	10	(50%)
0-5	7	(35%)
5-10	1	(5%)
10-15	1	(5%)
20-25	1	(5%)

Appointment of Staff of Institute Continued

Have you felt the overall planning and development has been sufficient for beginning the Institute? Yes 15 (75%) No 4 (20%) No Answer 1 (5%

Are you aware of the stated objectives for this Institute? Yes 19 (95%)

No 1 (5%)

In your opinion are the ojbectives of this Institute realistic? Yes 17 (85%)

No 3 (15%)

Does the schedule look to be one that will enable the Institute staff to meet those objectives during the three (3) week period? Yes 17 (85%)

No 1 (5%)

No Response 2 (10%)

Have the pre-planning sessions and observations of classes been sufficient? Yes 15 (75%) No 4 (20%) No Answer 1 (5%)

Did you attend all three pre-planning sessions for master teachers? Yes 11 (55%)

No 9 (45%)

If yes, how would you rate those sessions as to their overall effectiveness? Poor 0 Fair 0 Good 5 Very Good 3 Excellent

If no, why not? Illness 1

In your opinion, how could the planning sessions have been more useful?
Shorter 2 Longer preparation time 2
More group contributions 1 Range of objectives too wide 1
Everyone should have attended all sessions 2

Have you been supplied with adequate instructional materials, consumable supplies, equipment and audio visual aids for the assignment ahead? Yes 15 (75%) No 2 (10%) No Response 3 (15%)

If no, in what area are you lacking? Overhead Projector 1

When were you asked to join the staff of the Institute? April - 1 (5%) May - 5 (25%)
June - 6 (30%) July - 2 (10%)
Year ago 1 (5%)
No response 5 (25%)

Appointment to Staff of Institute Continued

What was the effective date of your employment?

May -	3	(15%)
June -	6	(30%)
July -	6	(30%)
No response	5	(25%)

Some of the objectives of the Institute are listed below. Based on your experience in teaching ESL, would you please rank each on a scale according to the level of importance as an objective of this Institute by circling one of the numbers (1,2,3,4,5).

To train teachers in appropriate English as a Second Language methods and techniques, with emphasis on the audio-lingual approach.

1 - (0)	2 - (0)	3 - (0)	4 - (3) (15%)	5 - (17) (85%)
Unimportant	Not Very Important	Important	Very Important	Extremely Important

To provide experiences which create an awareness of cultural factors important to teaching English as a Second Language.

1 - (0)	2 - (1) (5%)	3 - (10) (50%)	4 - (2) (10%)	5 - (7) (35%)
Unimportant	Not Very Important	Important	Very Important	Extremely Important

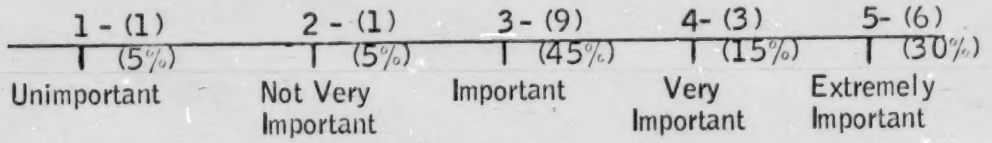
To provide training in the selection and evaluation of materials for utilization in the teaching of English as a Second Language.

1 - (0)	2 - (1) (5%)	3 - (8) (40%)	4 - (6) (30%)	5 - (5) (25%)
Unimportant	Not Very Important	Important	Very Important	Extremely Important

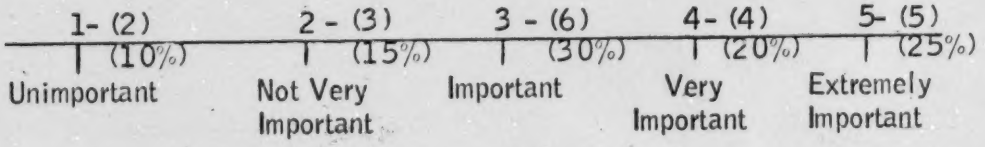
To provide opportunity for gaining experience in curriculum planning and development of teacher-prepared materials.

1 - (0)	2 - (1) (5%)	3 - (4) (20%)	4 - (6) (30%)	5 - (9) (45%)
Unimportant	Not Very Important	Important	Very Important	Extremely Important

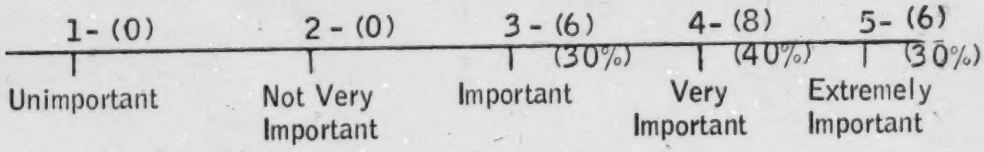
To develop a model that can be utilized in future training efforts of ABE personnel involved in the education of students to whom English is a second language.



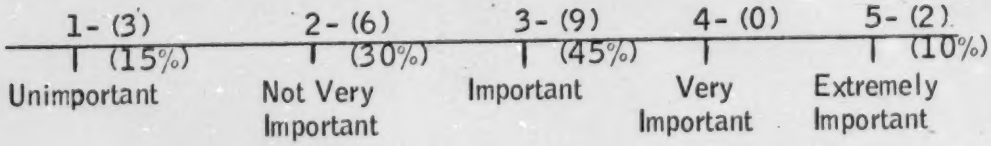
To provide a plan for follow-up through on-going workshops and supervision where possible.



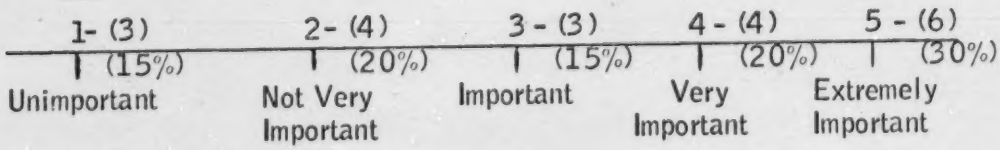
To provide experiences that will assist participants in developing skill in assessing the effectiveness of their teaching.



To develop a minimum of six one-half hour video tapes for future teacher training within Region II.



To provide opportunity to develop lesson plans applicable to English as a Second Language.



To provide a practicum of sixteen (16) hours of supervised teaching experience with classes composed of adult students to whom English is a second language.

1 - (0)	2 - (0)	3 - (1) (5%)	4 - (4) (20%)	5 - (14) (70%)	(1) (5%)
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Response

To utilize media, such as audio and video tapes, etc., as tools for instruction and self evaluation.

1 - (0)	2 - (7) (35%)	3 - (6) (30%)	4 - (3) (15%)	5 - (3) (15%)	(1) (5%)
Unimportant	Not Very Important	Important	Very Important	Extremely Important	No Response

Are there any additional objectives that you feel should be included for the Institute? If so, please list them below.

Understanding theory behind techniques - 1

Development of cultural sensitivity - 1

Provide native English speaker with a look at his language through the eyes of an ESL student - 1

Modification of existing ESL materials - 1

Stress feedback from students - 1

Information obtained in this questionnaire will be kept confidential by the NAPCAE Evaluation Team and no individual names will be used in the Evaluation Report. Thank you.

APPENDIX C

NAPCAE EVALUATION

END OF INSTITUTE QUESTIONNAIRE FOR PARTICIPANTS

Region II Institute for the Training of Teachers of

English as a Second Language

At

Jersey City State College

(July 5-23, 1971)

Note: The figure of 81 total participants is used in this report, because a questionnaire was not received from one of the participants either at the start or conclusion of the Institute. Another participant departed for home prior to the administration of this questionnaire. However, one of the interns, who had performed like all Institute participants throughout, filled out a participants' questionnaire on this occasion. Therefore, our total number (81 participants) remains constant in these tabulations, like that figure for the pre-Institute questionnaire.

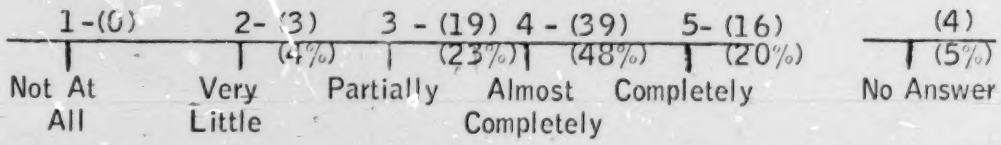
At the beginning of the Institute you filled out a questionnaire. This is a follow-up to that. In the interest of complete openness we are not asking for names. Please give us any information you feel could benefit participants in future Institutes of this kind. Thank you.

Seven objectives of the Institute were listed in the first NAPCAE questionnaire. In your opinion to what extent have each of these been met? Would you please rank each on a scale by circling one of the numbers (1, 2, 3, 4, 5).

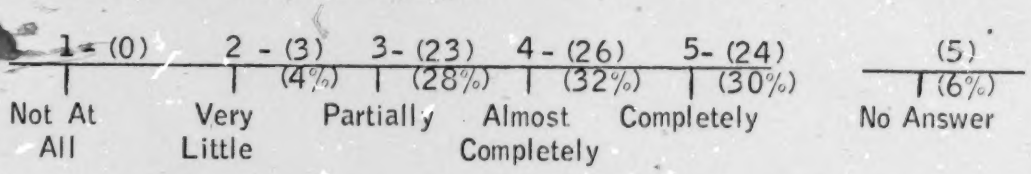
To train teachers in appropriate English as a Second Language methods and techniques with emphasis on the audio-lingual approach.

1 - (0)	2 - (0)	3 - (3) (4%)	4 - (32) (39%)	5 - (43) (53%)	(3) (4%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

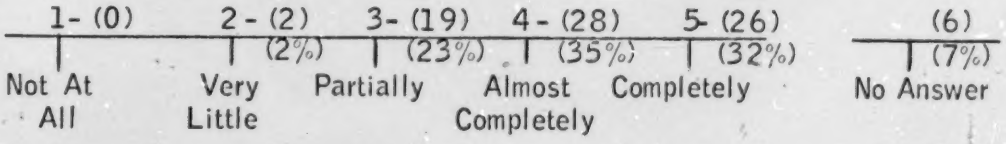
To provide experiences which create an awareness of cultural factors important to teaching English as a Second Language.



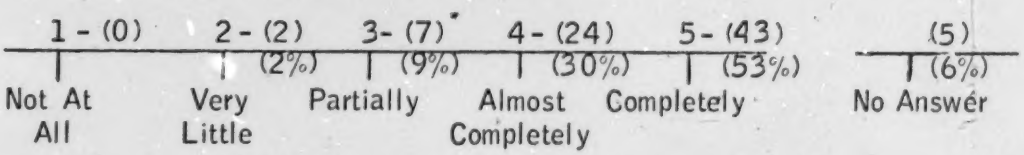
To provide training in the selection and evaluation of materials for utilization in the teaching of English as a Second Language.



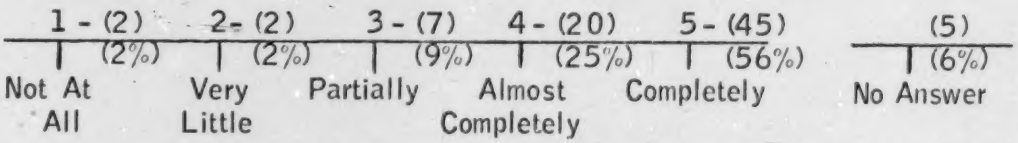
To provide opportunity for gaining experience in curriculum planning and development of teacher-prepared materials.



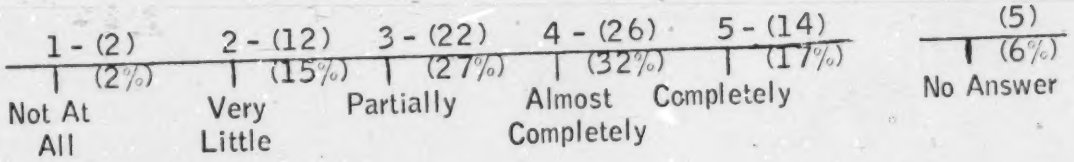
To provide opportunity to develop lesson plans for English as a Second Language.



To provide a practicum of sixteen (16) hours of supervised teaching experience with classes composed of adult students to whom English is a second language.

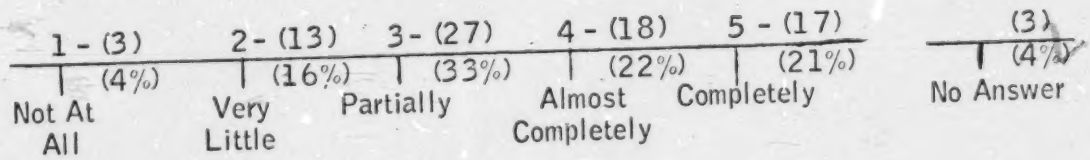


To utilize media, such as audio and video tapes, etc., as tools for instruction and self evaluation.

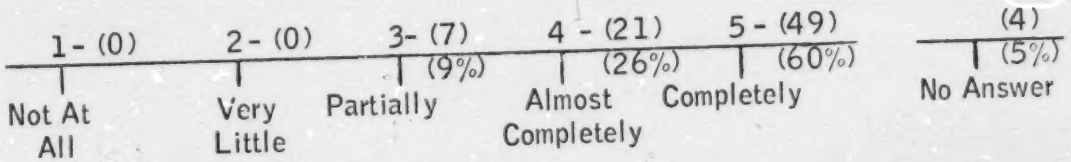


A number of activities and techniques were used during the Institute. To what extent were the following of personal benefit to you?

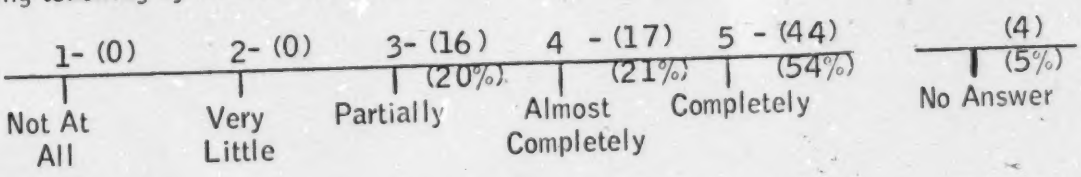
Listening to speakers?



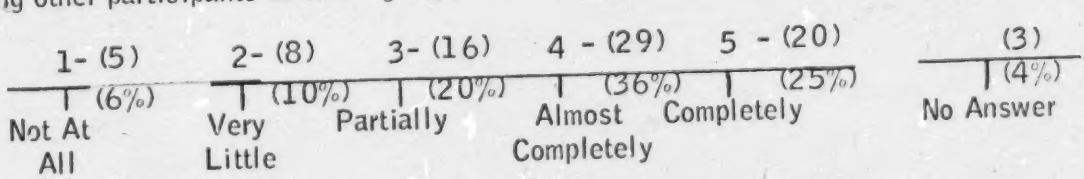
Participating in small discussion groups with master teachers?



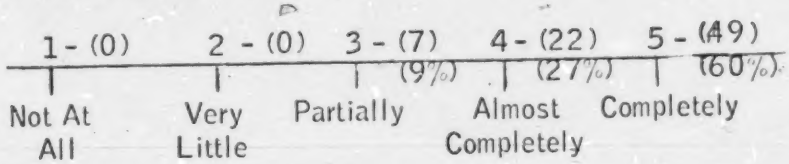
Observing teaching by master teachers?



Teaching other participants in small groups?

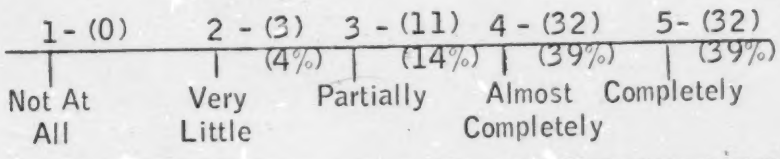


Your own practice teaching?



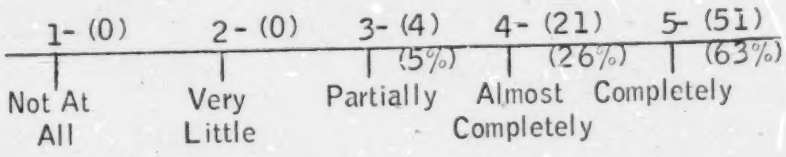
(3) (4%) No Answer

Watching other participants practice teach?



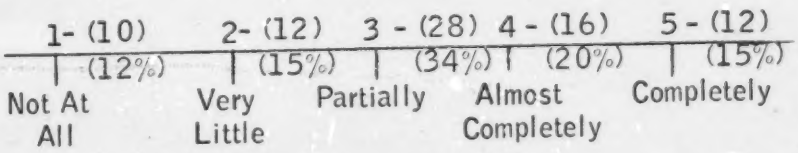
(3) (4%) No Answer

To what extent do you feel that your Institute experiences will have practical application in your own ESL classroom back home?



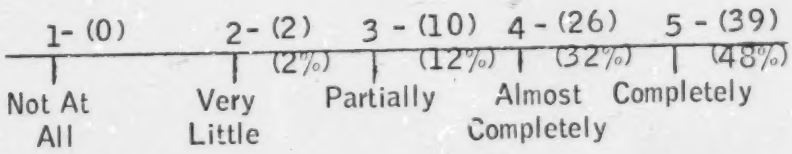
(5) (6%) No Answer

To what extent did you feel prepared when you actually began your practice teaching in the Institute?



(3) (4%) No Answer

To what extent did you understand the criteria under which you were being evaluated by your master teachers?



(4) (5%) No Answer

To what extent were you able to absorb the material presented?

1 - (0)	2 - (0)	3 - (17) (21%)	4 - (36) (44%)	5 - (24) (30%)	(4) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

To what extent were staff members willing to accept suggestions from participants?

1 - (2) (2%)	2 - (4) (5%)	3 - (13) (16%)	4 - (28) (34%)	5 - (30) (37%)	(4) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

To what extent did the staff show flexibility in adapting to unexpected circumstances, requests, or needs?

1 - (2) (2%)	2 - (5) (6%)	3 - (11) (14%)	4 - (31) (38%)	5 - (27) (33%)	(5) (6%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

To what extent did the Institute measure up to your expectations?

1 - (0)	2 - (2) (2%)	3 - (7) (9%)	4 - (37) (46%)	5 - (28) (34%)	(7) (9%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

We are asking the following questions about your personal Institute experiences for the benefit of participants in future programs of this type.

In your opinion was your work load: See Page 49

Were food and lodging adequate? (Answer only if you stayed in Vodra Hall)
Yes 16 (44%) No 17 (47%) No Answer 3 (8%)

Was enough recreation provided? (Answer only if you stayed in Vodra Hall)
Yes 15 (42%) No 20 (56%) No Answer 1 (3%)

How would you rate the general morale of the participants?
Very good 38 (47%) Good 26 (32%) Fair 12 (15%) Poor 1 (1%) No Answer 4 (5%)

Personal Institute Experiences Continued

In your opinion was your work load: About right ? 57 (70%) Too light ? 1 (1%)

Too heavy ? 15 (19%) No Answer? 8 (10%)

How would you rate the length of the sessions?
Too long 32 (40%) About right 36 (44%) Too short 8 (10%) No Answer 5 (6%)

Would you recommend a similar Institute for other teachers of E.S.L.?
Yes 75 (93%) No 1 (1%) Uncertain 2 (2%) No Answer 3 (4%)

If you were planning a future ESL Institute what improvements would you make? Please list them below:

Longer sessions - 1
More flexibility in method - 12
More practicum - 8
More money - 1
Extend time of Institute - 9
Eliminate Friday - 1
Shorter sessions - 20
Eliminate traveling to sites - 2
More credits - 2
Longer preparation time - 2

Other comments:

Generally pleased - 18
Field trips - 4
Speakers poor - 10
Poor dorm conditions - 10
Not the proper respect by master teachers for participants - 3
Speakers too long - 15
Cultural approach not met - 5
More time to see films - 2
Not enough r & r - 2
Observe other master teachers - 8
Poor food - 6
No time to think - 1
More time in small groups - 3
Small groups great - 5
Interchange of ideas among groups - 3
Auditorium at MHS bad - 6
Library unorganized - 1
Separate beginners from more advanced participants - 3

Other Comments Continued

More actual instruction in English - 1

Instruction on intermediate and advanced levels - 1

More planning time - 1

Discussion of outside reading - 1

Poor hospitality - 4

Standardized curriculum - 1

Too much evaluation - 1

Inflexible administration - 4

Not enough use of video tape - 3

Better organization - 2

APPENDIX D

NAPCAE EVALUATION

END OF INSTITUTE QUESTIONNAIRE FOR STAFF

Region II Institute for the Training of Teachers of English as a Second Language

At

Jersey City State College

(July 5-23, 1971)

Note: One of the interns, who had performed like all Institute participants, filled out a participant's questionnaire at the end of the Institute. Therefore, our total staff figure is nineteen (19) for these tabulations, compared with twenty (20) at the start of the Institute.

Administrator 4 (21%) Master Teacher (Instructor) 14 (74%) Intern 1 (5%)

At the beginning of the Institute you filled out a questionnaire. This is a follow-up to that. In the interest of complete openness we are not asking for names. Please give us any information you feel could benefit participants in future Institutes of this kind. Thank you.

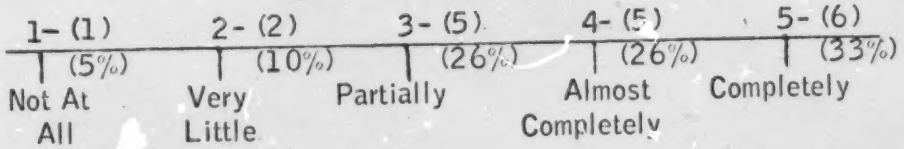
To what extent were you pleased with the Institute?

1- (0)	2- (0)	3- (3) (16%)	4- (12) (63%)	5- (3) (16%)	(1) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

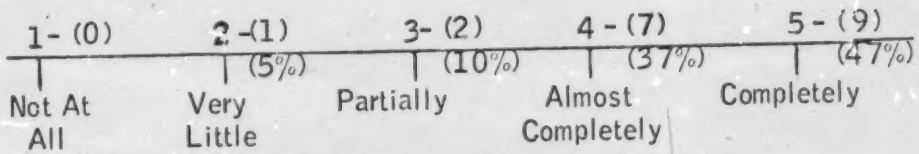
Did the pre-planning sessions sufficiently prepare you for your part in the Institute?

1- (0)	2- (0)	3- (7) (37%)	4- (8) (42%)	5- (3) (16%)	(1) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	Did Not Attend Some

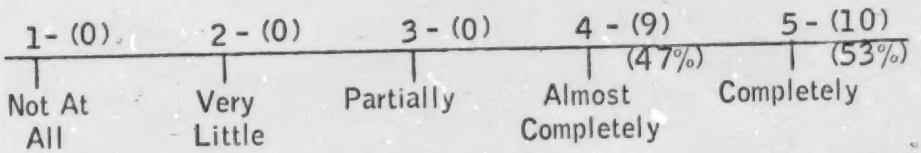
Did the pre-planning sessions set up adequate criteria for evaluation of participants?



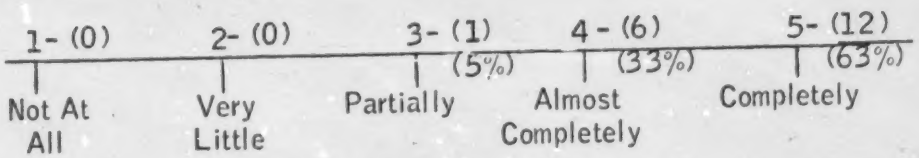
Were staff responsibilities fairly delegated?



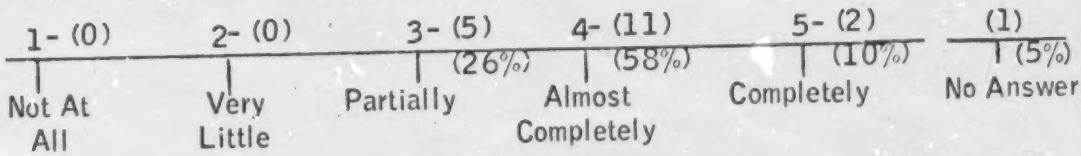
Were classroom facilities, equipment, audio-visual aids and supplies adequate?



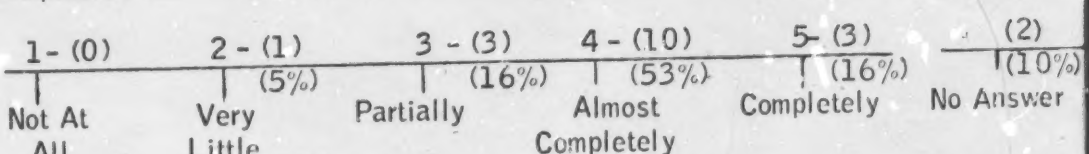
Do you feel that the participants will leave the Institute as better teachers of ESL?



Were staff members willing to accept suggestions from participants?

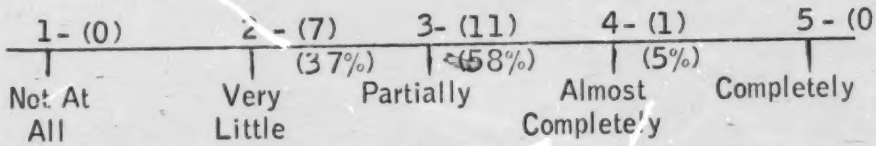


To what extent did the staff show flexibility in adapting to unexpected circumstances, needs, or requests?

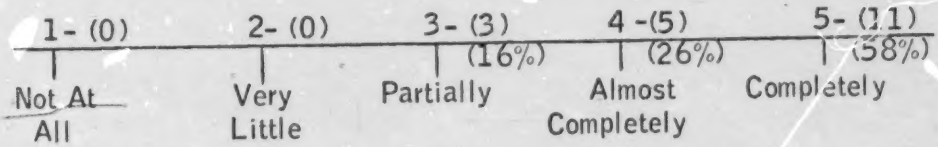


A number of activities and techniques were used during the Institute. To what extent were the following beneficial to the participants?

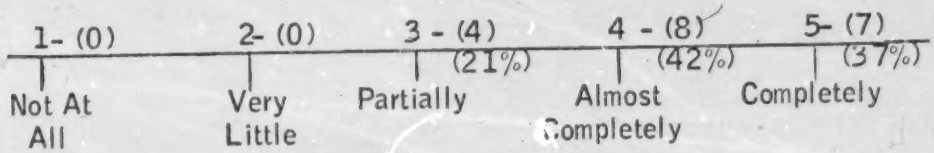
Listening to speakers?



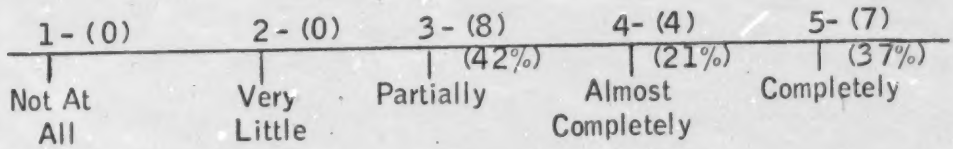
Participating in small discussion groups of master teachers and participants?



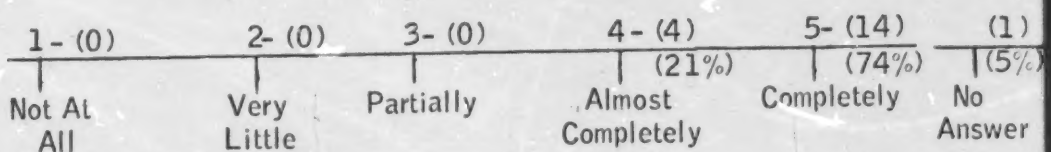
Observation by participants of teaching of master teachers?



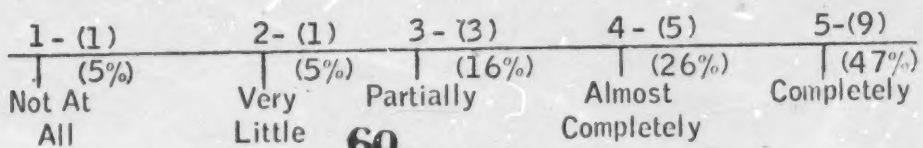
Teaching of other participants by participants in their small groups?



Participants' practice teaching at night?



Participants watching other participants practice teaching at night?



The objectives of the Institute have been listed before. In your opinion to what extent have each of these been attained? Would you please continue to rank each on a scale by circling of the numbers (1,2,3,4,5).

To train teachers in appropriate English as a Second Language methods and techniques, with emphasis on the audio-lingual approach.

1- (0)	2- (0)	3- (3) (16%)	4- (8) (42%)	5- (7) (37%)	(1) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

To provide experiences which create an awareness of cultural factors important to teaching English as a Second Language.

1- (0)	2- (5) (26%)	3- (4) (21%)	4- (5) (26%)	5- (4) (21%)	(1) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

To provide training in the selection and evaluation of materials for utilization in the teaching of English as a Second Language.

1- (0)	2- (2) (10%)	3- (7) (37%)	4- (6) (33%)	5- (3) (16%)	(1) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

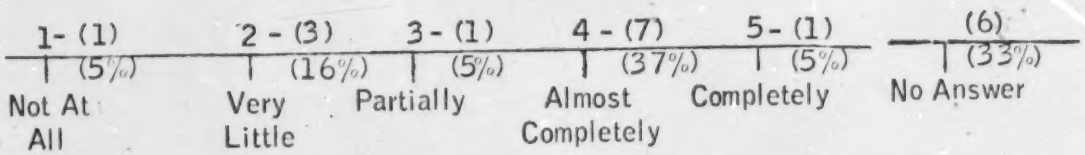
To provide opportunity for gaining experience in curriculum planning and development of teacher-prepared materials.

1- (0)	2- (1) (5%)	3- (8) (42%)	4- (4) (21%)	5- (5) (26%)	(1) (5%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

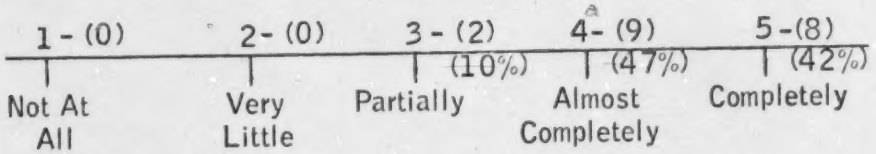
To develop a model that can be utilized in future training efforts of ABE personnel involved in the education of students to whom English is a second language.

1- (0)	2- (0)	3- (5) (26%)	4- (8) (42%)	5- (4) (21%)	(2) (10%)
Not At All	Very Little	Partially	Almost Completely	Completely	No Answer

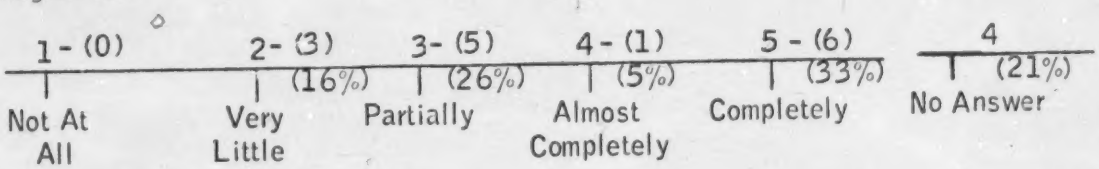
To provide a plan for follow-up through on-going workshops and supervision where possible.



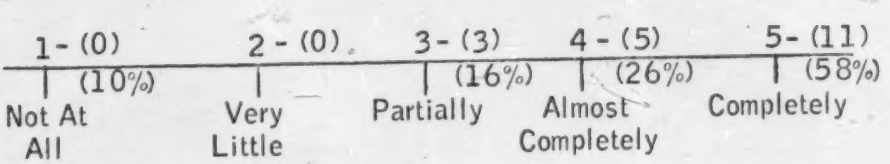
To provide experiences that will assist participants in developing skill in assessing the effectiveness of their teaching.



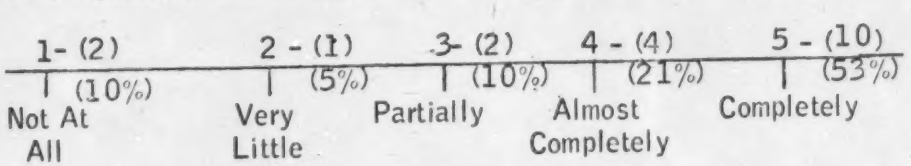
To develop a minimum of six one-half hour video tapes for future teaching-training within Region II.



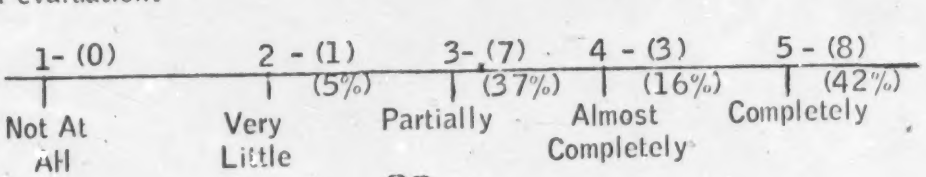
To provide opportunity to develop lesson plans applicable to English as a Second Language.



To provide a practicum of sixteen (16) hours of supervised teaching experience with class composed of adult students to whom English is a second language.



To utilize media, such as audio and video tapes, etc., as tools for instruction and self-evaluation.



Was the schedule one that enabled the Institute staff to meet the objectives during the three (3) week period? Yes 15 (79%) No 3 (16%) No Answer 1 (5%)

Would you serve on the staff for a similar Institute in the future?
Yes 15 (79%) No 1 (5%) No Answer 3 (16%)

Were screening procedures for participants adequate? Yes 5 (26%) No 13 (68%)
No Answer 1 (5%)

If you were planning a future Institute, what improvements or changes would you make? Please list them below:

Air conditioned room for speakers - 1

More flexible scheduling - 1

Fewer speakers - 4

Non-native speakers - 1

Better speakers - 2

No participants with limited spoken English - 3

Amplification - 1

Grouping: Better mix in each group by age and experience - 2

Too big - 1

Prepare ahead with outlines - 2

Not together - 1

Experienced together - 3

No homework - 1

Topics not good enough for 2 hour lectures - 2

Other comments:

Limit shock lesson to one day - 1

Lesson plans written under guidance - 1

Too much time spent answering questions re: lectures - 1

Small group session not meet in a classroom and be less formal - 1

More time for peer teaching - 2

Too much commuting - 1

Felt isolated at Union Hill - 1

Too many small administrative details - 2

Memos would have done - 1

Two dinner meetings were a waste of time - 1

Other Comments Continued

Final party - cocktails for participants and teachers - 1

More scientific testing of participants - 1

Goals not realistic - 1

Provide genuine sixteen hours practicum - 1

Orientation not measured well - 1

Appreciated all materials prepared - 1 (left teacher to teach)

Institute with "out-of-towners" more difficult to organize and run - 1

More cultural input - 2

Use video more effectively - 1

Lesser evaluation and fewer cameras - 1

More time for viewing tapes - 1

Need for standardized evaluation forms - 1

More time to watch other master teachers - 2

Start practice teaching earlier - 1

More free time - 1

Break between 5 and 7 - 1

Less time for supper - 1

Add one week for practice teaching and small groups - 2

Add one week for sequencing structural content for lessons - 1

Teach sooner - 1

More pre-planning sessions during Institute among administrators - 1

Avoid disorganization and last minute handouts - 1

Other Comments Continued

Delegation of duties and some authority to all four administrators - 1

Federal okay came too late; need more lead time for arrangements - 3

Other state officials should be more responsive - 1

Federal official should visit institute - 1

More money for consultants - 1

More time for staff preparation and coordination - 1

Physical conditions inadequate for living and meetings - 2

Emphasize attitudinal traits and teaching prerequisites for ESL instruction - 1

APPENDIX E

WEEKLY SCHEDULE OF INSTITUTE ACTIVITIES

DATES July 5 - July 9, 1971

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
At JCSC	At Memorial High School, West New York, N.J.			At JCSC
2:00 - 5:30 ESL Institute Registration and Room Assignments	1:30 - 2:30 Final Registration Introductions	1:30 - 3:30 Small Groups Basic Techniques of ESL	1:30 - 3:30 Dr. Francis Juhasz "The Nature of Language"	9:30 - 11:30 Dr. Eliane Condon "Teaching Pronunciation"
	2:30 - 4:00 Institute Goals Language Lesson and Evaluation	3:45 - 4:30 Mini Language Lesson		
5:30 - 6:30 Social Hour	4:00 - 5:45 Small Groups Institute Mechanics Intro. to Observations	4:30 - 5:45 Small Groups Continue Basic Techniques Discussion of Observation	3:30 - 5:45 Small Groups Discussion & Preparation	11:30 - 12:15 Small Groups Discussion of Presentation
				12:15 - 1:15 Lunch
6:30 - Dinner & Evening Program	5:45 - 7:00 Dinner and Travel			
	7:00 - 7:30 Preparations for Teaching			1:15 - 2:30 Small Groups Program Evaluation Lesson Preparation
	7:30 - 9:10 Observations of Demonstration Lessons			
	9:10 - 9:35			

APPENDIX E

APPENDIX F

ADULT AND CONTINUING EDUCATION RESOURCE CENTER
JERSEY CITY STATE COLLEGE
1971 ESL TEACHER-TRAINING INSTITUTE

FIRST WEEK

(INTERNAL EVALUATION)

I. General Sessons

A. Comment briefly on the value of each presentation relative to your needs:

1. Dr. Frank Cordasco - Guest Speaker at Dinner

2. Dr. Francis Juhasz - The Nature of Language

3. Dr. Eliane Condon - Teaching Pronunciation

II. Mini - Language Lessons

A. Poor Presentations - First half on Tuesday

B. Good Presentations - Second half on Tuesday and Wednesday

III. Small Group Sessions with Master Teachers

A. Are these sessions beneficial? Explain.

B. Are your individual needs being met? Explain.

C. How could these sessions be improved?

IV. Observations - 7:30 - 9.15 p.m.

A. Did you benefit from seeing your Master Teacher working? Explain.

B. Were the basic techniques discussed in the Small Group sessions utilized in the Master Teachers' lessons? Comment.

V. Further comments or suggestions.

ESL TEACHER-TRAINING INSTITUTE

SECOND WEEK'S EVALUATION

(INTERNAL EVALUATION)

I. Comment briefly on the value of the following sessions:

A. Monday -- Mrs. Mary Barr - "An Overview of English Structure"

B. Tuesday -- Master Teachers - "Using Visual Aids"

C. Wednesday -- Dr. Eliane Condon - "A Contrastive Analysis of English and Spanish Structures"

D. Thursday -- Catch-up Day - Films, video tapes, individual assistance, etc.

E. Friday -- Miss Gloria Gallingane - "Writing Techniques for ESL"

II. Comment briefly on the Small Group sessions:

A. Do you have enough time in these sessions for discussion and lesson preparation?

B. Are you receiving adequate guidance from your Master Teacher in teaching techniques and lesson development?

C. How can these sessions be improved?

III. Comment briefly on the Practice - Teaching sessions:

A. Have the practice teaching sessions been beneficial?

B. Are you being given adequate opportunity to practice teach using the skills that are being developed?

C. Is your Master Teacher considerate of your needs and feelings when critiquing your efforts?

IV. Further comments and/or suggestions: (Use the back if necessary.)

ESL TEACHER-TRAINING INSTITUTE (Appendix F Continued)

THIRD WEEK'S EVALUATION

(INTERNAL EVALUATION)

I. Comment briefly on the value of the following sessions:

A. Monday -- Mr. Protase Woodford - "Testing"

B. Tuesday - Miss Alice Osman - "Reading Techniques"

C. Thursday - Mr. Joseph Monserrat - "Language and Culture"

II. If you watched any of the ESL films, please rate them on the following scale:

	Poor				Very Good
"English Sentence Rhythm"	1	2	3	4	5
"Teaching a Conversation"	1	2	3	4	5
"Language Games"	1	2	3	4	5
"Teaching Models"	1	2	3	4	5
"Toward Free Conversation"	1	2	3	4	5
"Teaching Advanced Verb Patterns"	1	2	3	4	5

APPENDIX G

ESL TEACHER TRAINING INSTITUTE

FINAL EXAMINATION

(LAST DAY)

1. List the four language skills in the sequence of their development as used in the audio-lingual method and the rationale for this sequential order.

2. Give one way to reduce teacher talking time and at the same time expand student response time.

3. Write a six-line dialogue to teach one particular structure that you have not yet used in this Institute but one you plan to use in the future.

   Briefly describe the class you are writing this for--what level is it? What did you teach before this structure? List the structure being taught, and then write the dialogue.

4. Read the following account of an ESL lesson:

   The lesson has just begun as you (the observer) enter the room. The teacher has a list of five vocabulary words written on the board. She is asking the students to repeat the words and define each one. After eliciting unsatisfactory responses from the students, the teacher asks them to take the five vocabulary words home, look them up in a dictionary, write a sentence for each one, and bring this assignment in the following evening. The students are then asked to open their textbooks to a lesson which introduces the Simple Present Tense. Following the outline in the book, the teacher demonstrates on the board the various forms of the verb with the corresponding pronouns. All forms are used in sentences which the students repeat. Explanations are given in the students' native language for further reinforcement. The teacher then asks individual students to give sentences using the Simple Present Tense. After this, the students are asked to copy an exercise from the book for which they must fill in the blanks with the correct form of the Present Tense verb. During the last ten minutes of the lesson, the students practice in unison a dialogue based on the Simple Present Tense.

   Directions after reading this observation:

   Would you teach this lesson in the same way? If yes, explain in detail why. If no, what changes would you make and why? (Give specific examples to illustrate your ideas.)

APPENDIX H

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Key: MT = Master Teacher
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